



SEND Information

Report

(September 2026 for previous year 2025-2026)

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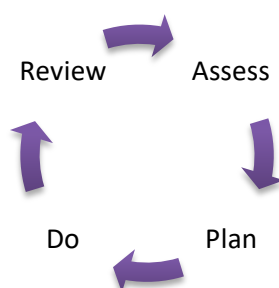
Our Approach as a School:

High-quality teaching for all children, alongside targeted interventions for those who require additional support, is delivered through our child-centred approach across the whole school. Robust systems enable us to regularly review, evaluate and record both the universal provision available to all children and the additional support offered to meet individual needs.

Ongoing reflection and professional dialogue help to embed high expectations amongst staff and promote consistently high-quality teaching, underpinned by a personalised approach to learning and development. We are committed to discussing aspirations with all children in an age-appropriate way, ensuring that every child is encouraged to develop confidence, self-belief and a positive outlook for the future.

This whole-school commitment to inclusion is reflected throughout our learning environments, pastoral support systems and wider provision. This report demonstrates how our child-centred ethos is embedded in our classroom practice, relationships and support arrangements, enabling every child to thrive and achieve their potential.

Underpinning ALL our provision in school is the **graduated approach** cycle, as set out in the Code of Practice 2014, of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching, Learning and Assessment in the Early Years Foundation Stage Policy, November 2022).

Assess: Children are assessed on entry by their key person, using information from families through e.g. home visits and getting to know children really well in their first few weeks. A Starting Point assessment is made using the OP&L system (Observation of Play and Learning) which assesses children against milestones for their age. Formative Assessment is then ongoing and is informed by

observations of the children in their play and adult guided activities. Further Spotlight assessments are completed in the child's birthday and half birthday months.

Plan: Information from OP&L assessments is used to plan next steps for children on an individual, group and class level, through short term, medium term and long term planning, with reference to our overarching curriculum maps for each room. Teachers are supported in this process by the key people working with them, so every child is included.

Do: Key people, supported by teachers will then support each children's learning holistically, working towards children achieving their next steps.

Review: Progress of children and analysis of their learning is reviewed in weekly room meetings and reflected in half termly evaluations of learning and yearly scrutiny. Effectiveness of teaching and learning is analysed in Pupil Progress Meetings, held with each key person, at three points in the year, then priorities for planning identified.

We apply the ASSESS-PLAN-DO-REVIEW cycle through the Waves model. Each wave refers to teaching and learning, assessment, planning and review.

- Wave 1 refers to whole class high quality teaching adapted for all abilities.
- Wave 2 refers to some children who need some extra support.
- Wave 3 refers to children who have a special educational need.

Having consulted with children and their families, all our additional provision (internal or external) is based on an agreed outcomes approach. These are discussed with any professionals that offer the support to the child. Working towards agreed outcomes enable us to hold both our internal/external providers and ourselves to account.

Identification of Special Educational Needs

Families are welcome to visit our Nursery School at any time to meet staff, explore our learning environment and find out more about our provision. During busy admission periods, we also offer group show-around sessions for prospective families.

Before a child starts at our Nursery School, we arrange a home visit where staff can meet the child and their family in the comfort and security of their own home. These visits provide a valuable opportunity to begin building positive relationships, learn about the child's interests, strengths and needs, and gain an understanding of their home context. Families are encouraged to share any concerns they may have about their child's development, and we also request relevant information from Health Visitors, including outcomes from the two-year progress check where available.

All children are carefully observed during their first few weeks in school, particularly by their key person. A baseline assessment is completed to help us understand each child's starting points and identify any areas where additional support may be needed. Many children make rapid progress through high-quality teaching and a nurturing learning environment. Where concerns remain, these are monitored closely and discussed with families.

Family consultations take place soon after children begin attending Nursery School and provide a further opportunity for parents and carers to share information, discuss any concerns and agree personalised approaches to support their child's learning and development. Our Learning Journals

system supports ongoing two-way communication between families and key persons, enabling achievements, observations and important information to be shared regularly.

We operate an open-door policy and encourage families to speak to any member of staff if they have concerns about their child's development or wellbeing. We believe that strong partnerships with families are essential in ensuring that children receive the right support at the right time.

When a child is identified as having Special Educational Needs and/or Disabilities (SEND), we work sensitively and collaboratively with families, recognising that they may need time, information and support. The SENDCo will work closely with parents and carers and, with their consent, seek advice and guidance from appropriate external professionals and agencies to help meet the child's individual needs.

Where children join our Nursery School from another setting, we work closely with the previous provider to gather information about their learning, development and any additional support they may have received. This helps to ensure continuity of provision and enables us to provide the most appropriate support from the outset.

What support will there be for my child's overall well-being?

Each child is allocated a key person, their own special grown-up, who helps them to develop a secure attachment and feel safe, valued and supported within our Nursery School community. The key person is responsible for ensuring that the learning, development and wellbeing needs of their key children are understood and met across all areas of school life.

All staff are trained in trauma-informed and attachment-aware practice and recognise the importance of building positive, trusting relationships with children and their families. We understand that children's experiences can influence how they feel, behave and learn, and we respond with empathy, consistency and nurture to help every child feel secure and ready to learn.

All children are supported to become confident, independent learners and to develop positive relationships with others, guided by our Abercromby Values. Through a child-centred approach, we celebrate each child's strengths, interests and achievements while providing personalised support where needed to help them thrive.

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(Reference: [SEND policy](#))

Between September 2025 and July 2026, 22 children received some form of SEN Support, representing 31% of the children on roll. By the end of the academic year, 7 children had an Education, Health and Care Plan (EHCP) in place, accounting for 10% of the cohort. In addition, a further 3 children were monitored throughout the year to determine whether their needs required additional support, external referrals, or inclusion on the school's SEND register.

We have internal processes for monitoring quality of provision and assessment of need. These include using Environmental Rating Scales, observations of teaching and learning, learning walks and data analysis.

Co-producing with children and their families

Working in partnership with children and their families is central to our child-centred approach. We value the knowledge, experiences and aspirations that families bring and recognise that children make the best progress when home and school work closely together. We involve families and children in decision-making and ongoing dialogue about learning, development and wellbeing in a variety of ways, including:

- Home visits for new starters and the completion of an "All About Me" booklet to help us get to know each child as an individual.
- Inviting families to attend welcome meetings, coffee mornings and termly Stay, Play and Learn sessions.
- Encouraging families to access and contribute to their child's online Learning Journal, sharing observations, achievements and experiences from home. Families also receive a weekly class blog outlining the learning opportunities planned for the week ahead.
- Keeping families informed through ParentHub and the school website, where they can access information about school life, events and key updates.
- Seeking families' views through informal conversations, questionnaires and the Ofsted Parent View survey, helping us to continually review and improve our provision.
- Offering regular consultations with key persons to discuss children's progress, celebrate achievements and identify ways that learning can be supported at home.
- Where concerns about a child's development arise, families are involved from the earliest stage in identifying outcomes and agreeing appropriate support strategies.
- Involving families in setting, reviewing and evaluating the targets within their child's Play Plan, ensuring that support remains personalised and responsive to their needs.
- Providing opportunities for some families to attend individual sessions with their child, led by our Language Intervention Practitioners, to develop communication and language skills together.
- Inviting families to meet and work alongside specialist professionals, such as OSSME, MAST and Speech and Language Therapists, where appropriate.
- Encouraging families to accompany their children on educational visits and take part in wider school activities.
- Welcoming and encouraging parents and carers to become Parent Governors and contribute to the strategic development of the school.

Children's voices are also highly valued. Staff use age-appropriate methods, including conversations, observations and play-based interactions, to gain an understanding of

children's views, interests, experiences and aspirations. These views help to shape the learning experiences, support strategies and opportunities we provide, ensuring that every child feels listened to, respected and included in decisions that affect them

Staff development and Qualifications

We are committed to continually developing the knowledge, skills and expertise of our staff to ensure that all children, including those with Special Educational Needs and/or Disabilities (SEND), receive the highest quality support and provision.

We have a strong and experienced team with a wide range of SEND expertise, which is continually enhanced through professional development and collaborative working. The Headteacher, who currently fulfils the role of SENDCo, completed the Master's level National Award for Special Educational Needs Coordination (NASENCO) in 2015. She regularly attends Local Authority SEND briefings and half-termly SEND Support Partnership meetings to ensure that the school's practice remains current and informed by local and national developments. The Headteacher also serves as Chair of the South Central 2 SEND Consortium, supporting collaboration and the sharing of best practice across schools.

Senior leaders also bring a wealth of SEND expertise to the school. Laura Hutchison has achieved the NASENCO qualification, while Ria Humphries has completed SEND Advocate training delivered by School Improvement Liverpool. This expertise strengthens our leadership of inclusion and our capacity to support children with a wide range of needs.

Members of our wider staff team have undertaken additional specialist training to develop their knowledge and understanding of SEND. One Nursery Officer has achieved a Level 3 SEND Specialism qualification in Early Years, while other staff have independently completed Level 2 qualifications focused on supporting children with SEND. Staff have also attended training covering areas such as Autism Spectrum Condition (ASC), Gestalt Language Processing and sensory processing needs.

The whole staff team is committed to continuous learning. Staff have participated in specialist Autism training delivered by practitioners from Princes Special School and have received Sensory Processing training from Liverpool Occupational Therapy Services. This ongoing professional development enables staff to adapt learning environments, teaching approaches and support strategies to meet the diverse needs of our children.

All staff are trained in trauma-informed and attachment-aware practice. We recognise the significant impact that early experiences can have on children's emotional wellbeing, behaviour and learning, and we strive to create a nurturing, safe and inclusive environment where every child feels valued and understood. In recognition of this commitment, Abercromby Nursery School achieved the Bronze Attachment and Trauma Sensitive Schools Award in July 2026. Our trauma-informed approach underpins all aspects of school life and supports staff to respond with empathy, consistency and understanding to the individual needs of every child

Staff deployment

When a child joins our Nursery School with an identified Special Educational Need and/or medical need, the SENDCo ensures that staff receive the appropriate training, guidance and support required to meet that child's individual needs safely and effectively. This may include specialist training delivered by health professionals, Local Authority services or other external agencies. For example, staff have received training to support children with specific medical needs, including allergy management, asthma and Type 1 diabetes.

We are committed to ensuring that all staff have the knowledge and skills needed to support a wide range of additional needs. Recent training and professional development have included:

- Whole staff Signalong training (Spring 2024), enabling staff to support communication and understanding through the use of signs and visual communication strategies.
- Autism Spectrum Condition (ASC) training to enhance staff understanding of neurodiversity and effective inclusive practice.
- A range of Speech and Language training opportunities, including Gestalt Language Processing training delivered by NHS Speech and Language Therapists, helping staff to better support children's communication and language development.
- Developing Shared Attention and Positive Play Experiences for Children with Complex Needs, delivered by SENISS in February 2026, strengthening staff understanding of how to engage and support children with complex developmental needs through meaningful interactions and play.

In addition, all staff are trained in trauma-informed and attachment-aware practice and understand the importance of creating safe, nurturing environments where children feel secure, valued and ready to learn. Ongoing professional development ensures that staff remain up to date with current research, best practice and emerging areas of SEND, enabling us to provide high-quality, personalised support for every child.

School External Partnerships and Transition Plans

Abercromby Nursery School is a member of the South Central 2 SEND Partnership of 9 Primary and Nursery Schools. The Partnership Head Teachers and SENCOs meet each term to decide how to make best use of resources and plan training. Our school can access the following through the Consortia:

- Educational Psychology
- SENISS
- Speech and Language Therapy provided by MAST
- OSSME Autism support (weekly)

Abercromby Nursery School can also make a direct referral to:

- Family Hubs
- Speech and Language Therapy
- Community Paediatrician
- Occupational Therapy

- Health Visitor
- Social Services
- CAMHs

If many agencies are likely to be involved in supporting a child and their family an EHAT (Early Help Assessment Tool) may be raised.

Accessibility of our school

Our school is single storey and is wheel chair accessible. We have nappy changing facilities and have wheelchair accessible toilets as well as a designated disabled toilet and shower room.

Complaints

We hope to avoid the need for complaints through excellent communication and partnership working with our families. In this way, we hope that any concerns raised can be resolved informally. Our complaints procedure is outlined in our [Complaints Policy](#), available on our website.

What has and has not worked this year

Over the past year, we have continued to strengthen our inclusive practice and SEND provision, resulting in positive outcomes for children and families. Key successes include:

Recognition of Inclusive Practice

- Our high-quality SEND provision was recognised and praised during our Ofsted inspection in March 2023.
- We achieved the Inclusion Quality Mark (IQM) in March 2024, recognising our commitment to inclusive practice and ensuring that every child feels valued, supported and able to succeed.
- In July 2026, we achieved the Bronze Attachment and Trauma Sensitive Schools Award, reflecting our whole-school commitment to trauma-informed and attachment-aware practice.

Improving Outcomes for Children with SEND

- We have successfully embedded the Social Communication and Play Journal, developed by the Liverpool Educational Psychology Service. This supports staff to identify meaningful SMART targets, monitor progress and celebrate the small but significant steps made by children with SEND.
- WellComm screening has been implemented across the school, with each key person trained to carry out assessments with their own key children. This provides more accurate assessments, supports early identification of communication and language needs, and enables staff to plan targeted support within both adult-led activities and child-initiated play.
- Our provision continues to support children identified as SEND Support in making strong progress, helping to narrow developmental gaps and ensuring children can participate fully in school life.

- Pupil voice activities demonstrate that children feel safe, supported and happy within our setting, and that they enjoy their learning experiences.

Participation and Inclusion

- Children identified as SEND Support are actively encouraged to participate in all aspects of school life, including enrichment opportunities such as Forest School, physical development sessions and educational visits.
- Our inclusive approach ensures that children with SEND access the same broad and balanced curriculum as their peers, with appropriate adaptations and support where needed.

Partnership Working with Families

- We have developed strong partnerships with families of children with SEND, providing the additional time, support and guidance families may need throughout their child's journey.
- Family feedback consistently highlights the positive relationships established with staff and the support provided to both children and parents.
- Families are actively involved in identifying outcomes, reviewing progress and shaping provision through Play Plans and SEND reviews.

Specialist Support and Early Intervention

- We have successfully submitted four Education, Health and Care Needs Assessment requests during the year, all of which progressed to plan, ensuring children receive the support and provision they require.
- Through our South Central 2 SEND Partnership, children have accessed additional support from MAST Speech and Language Therapy services, enabling timely intervention and support for communication and language development.
- Staff expertise has continued to develop through training in Derbyshire Language Scheme, Elklan, Signalong, Autism Spectrum Condition, Gestalt Language Processing and other specialist SEND approaches.

Enhancing Provision and Resources

- Our SEND Resource Provision continues to provide eight specialist places for children aged 2-5 years on behalf of Liverpool Local Authority.
- We have further developed two dedicated SEND Resource breakout rooms, creating calm and supportive environments where children can access targeted interventions, small-group learning and personalised support. These spaces also benefit other children who may require a quieter learning environment at different times during the day.

Effective Transition Support

- Robust transition arrangements with primary schools ensure that children with SEND move on confidently and successfully, with appropriate information sharing and support planning enabling their needs to be understood and met from the outset.
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Areas of Particular Pride

At Abercromby Nursery School, we are particularly proud of:

- The strength of our relationships with families.
- Our highly skilled and continually developing staff team.
- Early identification and intervention for children with additional needs.
- The positive progress children make from their starting points.
- The inclusive culture that ensures children with SEND are valued, listened to and fully included in every aspect of school life.

For our school our challenges with SEN have included:

As with many early years' settings nationally, the School has experienced a significant increase in the number of children requiring additional support for Special Educational Needs and/or Disabilities (SEND). This has resulted in a growing demand for specialist interventions, external agency involvement and personalised provision.

Whilst we are committed to meeting the needs of all children through high-quality inclusive practice, the increasing complexity and level of need presents ongoing challenges in ensuring that resources and funding keep pace with demand. We continue to work closely with families, the Local Authority and external professionals to secure appropriate support and achieve the best possible outcomes for children.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Deliver training on IQM Centre of Excellence, School of Sanctuary and inclusive practice.
- Introduce and embed the enhanced SEND Play Plan model across the setting.
- Provide coaching and modelling of adaptive teaching and inclusive environments.
- Audit provision against IQM Centre of Excellence and School of Sanctuary standards.
- Monitor the impact of SEND Play Plans through observations, reviews and case studies.
- Share and celebrate diversity, belonging and inclusion through curriculum experiences and school events.

Relevant school policies underpinning this SEN Information Report include:

- Admissions Policy
- Behaviour Policy
- Care and Control Policy
- Child Protection Policy
- Complaints Policy
- Data Protection Policy
- English as Additional Language Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Home Visit Policy
- Illnesses and Injury Policy
- Intimate Care Policy

- Medication Policy
- School Trip Policy
- SEND Policy
- Settling in and Key Person Policy
- Supporting Good Attendance Policy
- Teaching, Learning and Assessment Policy

These can be found on our website [here](#).

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body:

14th October 2026